Form C

SLD Final Impact Statement:

Transition from Tier III to Referral

Check the targeted area(s) of concern:

	Basic Reading Skills		Math Reasoning
	Reading Fluency		Listening Comprehension
	Reading Comprehension		Oral Expression
	Math Calculation		Written Expression

For EACH area of concern, explain the targeted intervention goal(s): (Example: *Bobby's baseline reading comprehension level is 1.7GE at the end of 3rd grade as 5-20-15. Based upon the aim line, Bobby's reading comprehension goal is to increase his reading comprehension one grade level, to 2.7GE, by the end of his 4th Grade year.)*

_____

_____

_____

How did the student perform in EACH particular area of concern compared to peers at baseline and at the end of the intervention process? (*Example: In reading comprehension, Bobby's baseline score was 1.7GE at the end of 3rd grade on 5-20-15 compared to his 3rd Grade peer's class average of 4.1GE on 5-20-15 which is 2.4GE gap below his peers. 82% of Bobby's same grade peers were at benchmark for their reading comprehension level at the start of this 4th Grade school year. After intensive reading comprehension interventions for the past 22 weeks, Bobby's reading comprehension level is 1.9GE compared to the class average of 4.7GE and 85% of Bobby's same grade peers were at benchmark for their reading comprehension by 12-20-15. This data indicates that Bobby is 2.8 grade levels below his peers. Bobby's reading comprehension growth is 0.2 grade level compared to 0.6 average growth of his peers. Although Bobby has shown 0.2 growth, the growth is not on pace with his peers and the gap continues to increase between Bobby's growth and his peers to where Bobby's gap in reading comprehension compared to his peers has increased from 2.4GE to 2.8GE. 84% of Bobby's same grade peers are now at benchmark for their reading comprehension.*

Based upon day to day reading comprehension classroom assessments, Bobby's average independent reading comprehension assessments are at 45% accuracy, compared to his same grade peers 92% accuracy. However, when text is presented to him orally, he is able to answer comprehension questions about the text with 85% accuracy. The RTI team agreed that Bobby's deficits in his independent reading comprehension skills are consistently negatively impacting his ability to read grade level text for meaning in all content areas. Additionally, the rate in which Bobby is improving his independent reading comprehension skills is at such a slow pace, this will negatively impact his ability to independently learn new grade level content that will be continually introduced and presented to him.

*The RTI team completed the Intervention Fidelity checklist and reviewed possible social and cultural factors that may have impacted Bobby's progress in his reading comprehension skills and determined there are not mitigating circumstances. Bobby has had appropriate instruction in reading and math but his comprehension deficits significantly impact his rate of learning compared to peers. The RTI team also determined, based upon Bobby's attendance and participation, the intensive research based reading comprehension interventions were implemented with fidelity. The RTI team agrees there is sufficient data to suspect a Specific Learning Disability in the area of Reading Comprehension and is recommending a referral for a full evaluation.)*_____

_____

_____

_____

_____

_____

_____

_____

_____

_____